

Responding to the Revised Common and Induction Program Standards

By June 30, 2009, each approved BTSA Induction program will submit a set of revised program documents fully aligned to the 2008 *Standards of Quality for Induction Programs* and to the Commission's adopted Common Standards. These revised documents will be comprehensively reviewed via the Regional Triad Read-Around process and final documents will be submitted to the BTSA Interagency Task Force.

Submitted "Program documents" include written narrative responses to each Common and Induction Program Standard and a description of how a participating teacher (PT) will experience the two-year induction program. A separate document will address the Preconditions.

Program directors play a vital role in the peer Triad Read-Around process. Full engagement as readers in this structured, formative process assures that each program receives diverse sets of verbal feedback from persons with deep knowledge and understanding of BTSA and induction that will guide and inform their final revised program design and program documents.

Triad Read-Around Responsibilities

Directors as program leaders:

- Agree to commit to attending their cluster's scheduled Triad Read-Around(s).
- Will send their draft documents to their assigned colleagues at least two weeks prior to the Read Around(s).
- Agree to participate in their pre-assigned Triads according to guidelines and criteria established by the BTSA State Leadership Team to receive feedback from two programs.
- Shall listen carefully to feedback given to them related to their own documents, answer clarifying questions and take notes, as desired, to guide their final revisions.
- Are encouraged to thoughtfully consider but are not required to respond to the feedback either during the Triad process or in their final revised documents, nor to submit artifacts for review by their Triad partners during the Triad Read-Around(s).

Directors as readers:

- Will thoughtfully and thoroughly read the program documents to which they are assigned and be prepared to give verbal, comprehensive and formative feedback to the "authors".
- Agree to participate in their pre-assigned Triads according to guidelines and criteria established by the BTSA State Leadership Team to give feedback to two programs.
- Will maintain positive confidentiality and discuss other program's design only in terms of effective or promising practice with others outside the Triad Read-Around process.

Cluster Region Directors:

- Will construct according to the guidelines 3-Program Triads, and establish due dates for document submission two weeks prior to the calendared Triad Read Around date(s).
- Will organize, facilitate and observe the Triad Read Around(s) to support the process and achieve the outcomes that are in the interest of all stakeholders.

- Will establish and facilitate norms for the Read-Around day(s) for Readers, Responders, Authors and Listeners.
- Will send a full set of cluster CDs to CDE and to CTC.

BTSA Interagency Task Force agrees to:

- Plan to attend at least one Triad Read-Around per Cluster.

General Timelines

September 11 th , 2008	Statewide BTSA Induction Director's Meeting
*September 2008 - June 2009	Cluster Level Technical Assistance & Peer support via Professional Learning Communities
*January 2009 - May 2009	Triad Read-Arounds for Program Standards**
*March 2009 - June 2009	Triad Read-Arounds for Standards--Common Standards and Program Standards**
June 30, 2009	Last day to submit final documents to CRD

* See Cluster Calendars for specific dates, locations and other details.

** Documents due to Triad partners two weeks in advance of Read-Around(s).

Submission Details

1. Narrative responses to the Commission's Common Standards and the 2008 *Standards of Quality and Effectiveness for Induction Programs*:
 - May include bulleted lists, charts or graphics as appropriate to communicate program design and implementation plan.
 - Shall *reference but not include* evidence artifacts, which are relevant to program stakeholders and, later, for program evaluation purposes.
 - Will be typed in readable font such as Times New Roman, 12 pt.
2. A brief document that describes the way a typical participating teacher will experience the two year induction program. This may be a narrative, a graphic or other depiction that includes the timeline for formative assessment and professional development activities as well as other pertinent program components. The purpose of this document is to have a picture of what a participating teacher will experience during the induction program.
3. Electronic submissions ONLY!
 - Burn all applicable documents on a single CD.
 - Submit 4 copies of the CD to the Regional Director in your cluster, per local instructions. No hard copies, please!
 - Label CD should be labeled with the Program Name, Number, and LEA.